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To determine the interpersonal values of college and university students, three hypotheses were tested to see if there was a significant difference among the values of (1) junior college students in a terminal course, (2) those in a transfer course, and (3) university students. The sample comprised 93 Missouri University freshmen, 116 junior college transfer students, and 40 terminal or vocational students. Gordon's Survey of Interpersonal Values was used to measure six qualities: support, conformity, recognition, independence, benevolence, and leadership. On the value of conformity, a significant difference was found between the university students and each of the two samples of college students; on the leadership scale, the university students scored higher than the transfer students. There were no significant differences in the other correlations. It seemed possible that the junior college students scored higher on conformity because they were more likely to live at home, whereas a university atmosphere usually fosters non-conformity. The lower academic ability of many junior college students also tends to favor conformity. This knowledge should permit administrators a better choice in the extra-curricular activities they encourage. These results also suggested a definite need for leadership training programs at the junior college. Such programs may also be needed at the university, for the fact that the students value leadership highly does not necessarily mean that they have an opportunity to exercise it. (HH)

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INTERPERSONAL VALUES OF THE JUNIOR COLLEGE AND UNIVERSITY STUDENT

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The lack of information and evidence on the junior college student has been a major problem in the development of realistic curricular and co-curricular programs to meet the needs of the students. Recently, in an effort to gain more information, attempts have been made to compare student subcultures and interpersonal values (Apostal, 1968), to compare cross-cultural values (Tarwater, 1967; Kikuchi, 1963), to measure stereotypic beliefs, value orientations, and receptivity to new ideas (Lehmann, Sinha, and Harnett, 1966), and to survey the continuity of interests and activities of junior college students (D'Amico, Prahl, 1959).

The interpersonal values of any college student are an important concern of education, for these values will greatly influence what a student says or does, or how well he will perform. If it can be ascertained what an individual considers to be important, then an insight has been gained into what his values are. Tarwater (1967) alludes to the importance of student interpersonal values when he states:

What an individual prizes in interpersonal relations tells much about him. Values held by youth have favorable and unfavorable implications in terms of our expectations of them. Our concern is for values influencing their future courses of action, indeed

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ultimate choices.... A person's decisions, conflicts, and performances consciously or unconsciously reflect his values (p. 351).

The purpose of this study was to determine what differences exist between the interpersonal values of the junior college student pursuing a terminal course of study, the junior college student pursuing a college transfer course of study, and the university student. The hypotheses tested were that no significant differences exist between the interpersonal values of the three groups.

Method

Subjects

Three populations were used for the study. The first sample of 93 was drawn from the total number of freshmen in required English composition courses at the University of Missouri, Columbia. In determining the representativeness of the five English composition courses which were tested, no significant differences were found between the means and standard deviations of the School and College Ability Test scores of the sample and of the total population of freshmen English composition students. There was a one percent difference between the sex distribution of the sample and that of the total population.

The second population tested was the total number (116) of freshmen pursuing a college transfer program as found in required English composition courses at Crowder College, a two year community college at Neosho, Missouri.

The third population consisted of the total number (40) of

freshmen students pursuing a terminal or vocational course at Crowder College. These students were also tested in freshmen English composition courses.

Instrumentation

The instrument used to measure the students' values was the Survey of Interpersonal Values (Gordon, 1960). The test was designed to measure certain values regarding an individual's relationships to other people. The six values measured are enumerated by Gordon (1960) as follows:

S-Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

C-Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

R-Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

I-Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

B-Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

L-Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.

Procedure and Data Analysis

The SIV was administered to all students by the writer in a formal classroom situation. Means and standard deviations were

calculated on each of the six values for each of the three groups. In addition, t tests of significance were computed between the mean scores of the three groups.

Results

Insert Table 1 about here

Test of Hypotheses

Table 1 presents the means, standard deviations and t ratios for each scale of the SIV between the university students and the junior college terminal students. These analyses are summarized as follows:

1. There was a significant difference found between the university and the junior college terminal students on the conformity scale. Conformity was valued more by the junior college terminal student.

2. There were no significant differences found between the junior college terminal and the university students on the Support, Recognition, Independence, Benevolence and Leadership scales.

Insert Table 2 about here

Table 2 presents the means, standard deviations and t ratios for each scale of the SIV between the university and the junior

college transfer student. These analyses are as follows:

1. The junior college transfer students were found to value the concept of conformity to a significantly greater degree than do the university students.

2. On the Leadership scale, the university students scored significantly higher than did the junior college transfer student.

3. No significant differences were found between these two groups on the Support, Recognition, Independence and Benevolence scales.

The results of the comparison between the interpersonal values of the junior college transfer students and the junior college terminal students show that there were no significant differences found between the two groups on any scale of the SIV.

On the basis of the above analyses, the hypothesis that there is no significant difference between the interpersonal values of the university and the junior college terminal students was rejected, as was the hypothesis that there is no significant difference between the interpersonal values of the university and the junior college transfer students. A third hypothesis that there is no significant difference between the interpersonal values of the junior college terminal and the junior college transfer students was accepted.

Discussion

There are several possible explanations why the junior college terminal and transfer students value conformity to a significantly greater extent than do the university students. First,

it is likely that the reason many university students did not attend a junior college commuting distance from home was to be free of the confining home situation. Even though junior college students may possess the same motivation toward emancipation from home and parents, there apparently are other considerations of sufficient importance to allow them to remain in the home environment. These findings agree with findings reported in a recent study (D'Amico, Prahl, 1959) which showed that many junior college students appear desirous of conforming to life patterns within the confines of previous experience.

Secondly, having been away from the home environment for much of the freshman year, the university student has tended to confirm his desire not to act whole-heartedly in any specific manner though it may be accepted and proper. Ostensibly, the less confining university environment tends to foster a greater degree of non-conformity, wherein, the junior college student living at home has less opportunity to act in a less restrained manner. The findings of another study (Lehmann et al, 1966) supports this apparent fostering of non-conformity on the campus of the senior institution as opposed to that of the junior college campus.

Thirdly, the less restrictive admissions policy of the junior college has resulted in the acceptance of many students with average or below academic records. The student is often reminded by parents and significant others that the junior college is very possibly his last real opportunity for personal succes in society.

The willingness of these students to conform to accepted rules and regulations and to do what is socially correct may be a by-product of their need to achieve these ends.

The similarity of scores on all value scales between the junior college terminal student and the junior college transfer student suggests that the declared area of study is possibly not so important in determining student values as is the educational background and achievement, the socioeconomic level, and the total environmental context of which the student is a part.

The differences found between the junior college and the university students have implications for the formulation and development of appropriate curricular and co-curricular programs at the junior college level. First, the knowledge of such information should give college officials greater insight into the type of student that chooses to enter the junior college, and to more easily solve questions of procedure regarding student conduct and activities.

Secondly, the significantly higher scores on the Leadership scale by the university student over the junior college transfer student suggests the need for leadership training programs at the junior college level. Such programs are needed to further motivate the junior college students toward assuming their responsibilities, and develop in them the personality traits which will make them ardent and effective workers. In this same light, although university students do value the concept of leadership to a greater degree, it cannot be assumed that they actually possess these

characteristics. It is likely that programs to develop these qualities are also needed at the university level.

Thirdly, the differences found between the three groups raise the question of what teaching methods will best meet the needs of the junior college student? Adequate instructional and activities programs are needed to synthesize the entire impact of the college and to facilitate the formulation and attainment of the skills, attitudes, values and standards which the college feels its students should possess.

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TABLE 1

t-Ratios for Junior College Terminal and University Students on Each Scale of the Study of Values

	University		J.C. Terminal		
Scale	Mean	S.D.	Mean	S.D.	t
Support	16.7	5.54	15.4	5.69	1.25
Conformity	11.7	7.95	15.3	5.91	-2.53*
Recognition	12.3	4.45	11.1	4.36	1.45
Independence	19.3	6.75	17.4	6.61	1.47
Benevolence	15.9	6.52	17.6	5.86	-1.41
Leadership	15.0	7.47	13.4	6.75	1.32

* p less than .05

** p less than .01

TABLE 2

t-Ratios for Junior College Transfer and University Students on Each Scale of Study of Values

	University		J.C. Transfer		
Scale	Mean	S.D.	Mean	S.D.	*t*
Support	16.7	5.54	16.2	5.55	.59
Conformity	11.7	7.95	15.2	6.54	-3.42**
Recognition	12.3	4.45	11.0	4.80	1.91
Independence	19.3	6.75	18.4	7.06	.87
Benevolence	15.9	6.52	17.4	6.16	-1.76
Leadership	15.0	7.47	11.5	6.29	3.61**

*p less than .05

**p less than .01

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